

## Literacy in the World Language Classroom



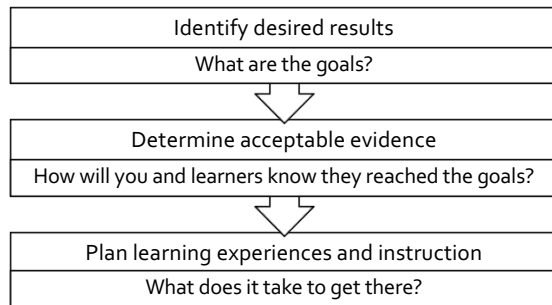
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## Curriculum as Mirror and Window



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## Backward Design



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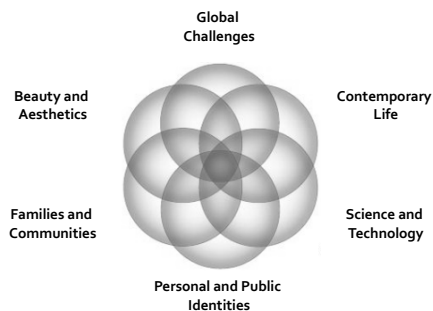
## Mindset for Curriculum Design




- Communicatively Purposeful: Building Toward Proficiency
- Culturally Focused: Developing Interculturality
- Intrinsically Interesting: Relevant to Learners
- Cognitively Engaging: Requiring Critical Thinking Skills
- Standards-Based: Reflecting Goals for Learning Languages

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## AP Themes

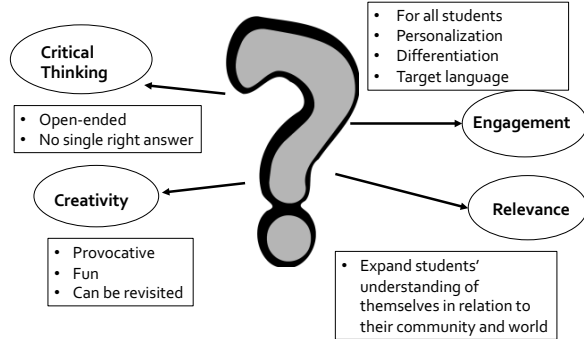


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| Global Challenges  | Contemporary Life   | Personal and Public Identities   |
|--|---|--|
| <ul style="list-style-type: none"> <li>• Diversity Issues—tolerance</li> <li>• Economic Issues</li> <li>• Environmental Issues</li> <li>• Health Issues</li> <li>• Human Rights</li> <li>• Nutrition and Food Safety</li> <li>• Peace and War</li> </ul> | <ul style="list-style-type: none"> <li>• Advertising and Marketing</li> <li>• Education</li> <li>• Holidays and Celebrations</li> <li>• Housing and Shelter</li> <li>• Leisure and Sports</li> <li>• Professions</li> <li>• Rites of Passage</li> <li>• Travel</li> </ul>   | <ul style="list-style-type: none"> <li>• Alienation and Assimilation</li> <li>• Beliefs and Values</li> <li>• Gender and Sexuality</li> <li>• Language and Identity</li> <li>• Multiculturalism</li> <li>• Nationalism and Patriotism</li> </ul>                               |
| Beauty and Aesthetics  | Families and Communities  | Science and Technology   |
| <ul style="list-style-type: none"> <li>• Architecture</li> <li>• Contributions to World Artistic Heritage</li> <li>• Ideals of Beauty</li> <li>• Literature</li> <li>• Music</li> <li>• Performing Arts</li> </ul>                                       | <ul style="list-style-type: none"> <li>• Age and Class</li> <li>• Childhood and Adolescence</li> <li>• Citizenship</li> <li>• Customs and Ceremonies</li> <li>• Family Structures</li> <li>• Friendship and Love</li> </ul>  | <ul style="list-style-type: none"> <li>• Current Research Topics</li> <li>• Discoveries and Inventions</li> <li>• Ethical Questions</li> <li>• Future Technologies</li> <li>• Intellectual Property</li> <li>• The New Media</li> <li>• Social Impact of Technology</li> </ul> |

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### What makes a question essential?



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### Theme/Topic + Essential Question

|                           |  |
|---------------------------|--|
| <b>Theme/Topic</b>        | Contemporary Life: Vacation Time       |
| <b>Essential Question</b> | Why travel? What is an ideal vacation? |



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### Using art, literature, film in thematic units

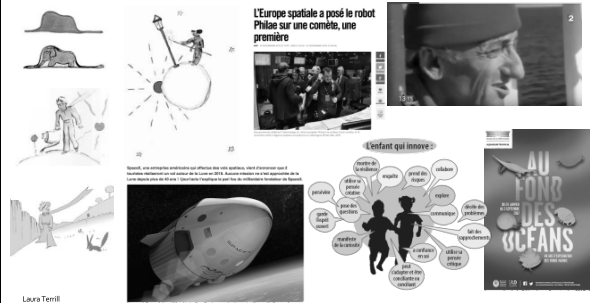
| Grade | Literary | Informational |
|-------|----------|---------------|
| 4     | 50%      | 50%           |
| 8     | 45%      | 55%           |
| 12    | 30%      | 70%           |

Remember: AP uses informational text, AP Spanish Literature suggests reading excerpts.

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Common Core State Standards  
for English Language Arts and Literacy

### Science and Technology: Our Curious Selves Why does man explore?



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### From Skills to Modes



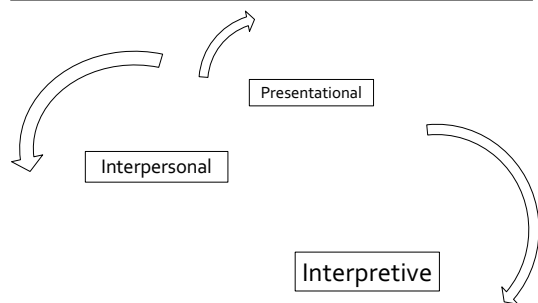
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### NCSSFL-ACTFL Global Can-Do Benchmarks

|                                    | Novice Low  | Novice Mid   | Novice High   | Intermediate Low  | Intermediate Mid   |
|------------------------------------|---|--|---|---|--|
| <b>Interpersonal Communication</b> | I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.  | I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.                      | I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions. | I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions. | I can participate in conversations on familiar topics using sentences and series of sentences. I can handle short social interactions in everyday situations by asking and answering a variety of questions. I can usually say what I want to say about myself and my everyday life. |
| <b>Presentational Speaking</b>     | I can present information about myself and some other very familiar topics using single words or memorized phrases. | I can present information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions. | I can present basic information on familiar topics using language I have practiced using phrases and simple sentences.  | I can present information on most familiar topics using a series of simple sentences.   | I can make presentations on a wide variety of familiar topics using connected sentences.   |
| <b>Presentational Writing</b>      | I can copy some familiar words, characters, or phrases.   | I can write lists and memorized phrases on familiar topics.  | I can write short messages and notes on familiar topics related to everyday life.   | I can write briefly about most familiar topics and present information using a series of simple sentences.  | I can write on a wide variety of familiar topics using connected sentences.  |

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## Interdependence of the 3 Modes



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## Advanced Placement Exam Format

| Section                                      |  | Number of Questions | Percent of Final Score | Time                         |
|--|--|---------------------|------------------------|------------------------------|
| Section I: Multiple Choice                   |  |                     |                        | Approx. 95 minutes           |
| Part A                                       | Interpretive Communication: Print Texts                      | 30 questions        | 50%                    | Approx. 40 minutes           |
| Part B                                       | Interpretive Communication: Print and Audio Texts (combined) | 35 questions        |                        | Approx. 55 minutes           |
|  | Interpretive Communication: Audio Texts                      |                     |                        |                              |
| Section II: Free Response                    |  |                     |                        | Approx. 95 minutes           |
| Interpersonal Writing: E-mail Reply          |  | 1 prompt            | 50%                    | 15 minutes                   |
| Presentational Writing: Persuasive Essay     |  | 1 prompt            |                        | Approx. 55 minutes           |
| Interpersonal Speaking: Conversation         |  | 5 prompts           |                        | 20 seconds for each response |
| Presentational Speaking: Cultural Comparison |  | 1 prompt            |                        | 2 minutes to respond         |

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## Presentational Writing

You will write a persuasive essay to submit to a French writing contest. The essay topic is based on three accompanying sources that present different viewpoints on the topic and include both print and audio material. First, you will have 6 minutes to read the essay topic and the printed material. Afterward, you will hear the audio material twice; you should take notes while you listen. Then, you will have 40 minutes to prepare and write your essay. In your persuasive essay, you should present the sources' different viewpoints on the topic and also clearly indicate your own viewpoint and defend it thoroughly. Use information from all of the sources to support your essay. As you refer to the sources, identify them appropriately. Also, organize your essay into clear paragraphs.

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## Presentational Speaking

You will make an oral presentation on a specific topic to your class. You will have 4 minutes to read the presentation topic and prepare your presentation. Then you will have 2 minutes to record your presentation.

- In your presentation, compare your own community to an area of the French-speaking world with which you are familiar. You should demonstrate your understanding of cultural features of the French-speaking world. You should also organize your presentation clearly.

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## Getting the most out of a text



Read and/or listen

- How can you best use this text in the **interpretive** mode?



Talk about it

- What **interpersonal** conversation would students be likely to have on this topic?

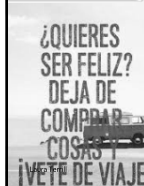


Write about it

- What might students do in the **presentational** mode as a way of making learning more concrete?

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## Contemporary Life: Vacation Time Why travel? What is an ideal vacation?



## Ma vie au soleil



Sample Can Do:  
I can talk about things I and others want  
and have to do.

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## Ma vie au soleil



Watch sound off, generate a list of possible words and phrases. Read script, circle any words on your list or similar to those on your list, write possible title. View again. Expand list of vocabulary based on video.



Give each student an image from video or related to vacation. Use inner-outer circles. Tell students to ask and answer questions about the images they hold and talk until they find something in common. Rotate.

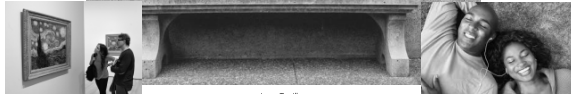
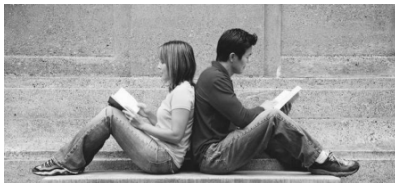


Create a padlet or use post-its to allow students to post sentences showing what they like to do on vacation.

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## Interpretive Mode

Learners understand, interpret, and analyze what is heard, read or viewed on a variety of topics.



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## Interpretive Communication....

| is not  | is   |
|---|--|
| translation.  | context-driven understanding (gist).                                   |
| a hunt for trivial details.                                       | whole picture; mediating meaning with the text; a focused task.        |
| glossed readings; teaching all new vocabulary first.              | familiar words in new context; and new words in a familiar context.    |
| reading, listening or viewing from the reader's perspective only. | using the author's perspective and cultural perspective.               |
| reading word for word.  | re-phrasing chunks; retelling; predicting; and using structural clues. |

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## VISUAL LITERACY

The ability to interpret and understand visual texts, with "texts" being broadly defined as any print visual item, including artwork, picture books, advertising, web sites, or any other item that can be visually interpreted.

"...being able to read the visual aspects of one's surroundings. Someone who is visually literate is able to recognize the natural and manmade symbols around one and interpret their meanings in the same way as those who live in that environment would interpret them."

---Genelle Morain

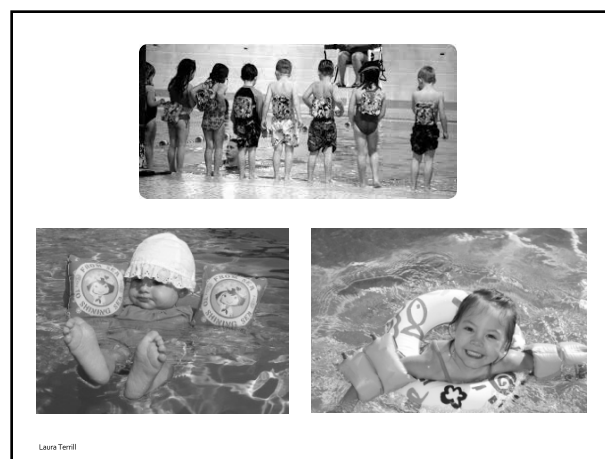
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".....and interpret their meanings in the same way as those who live in that environment would interpret them."



Barkpost.com

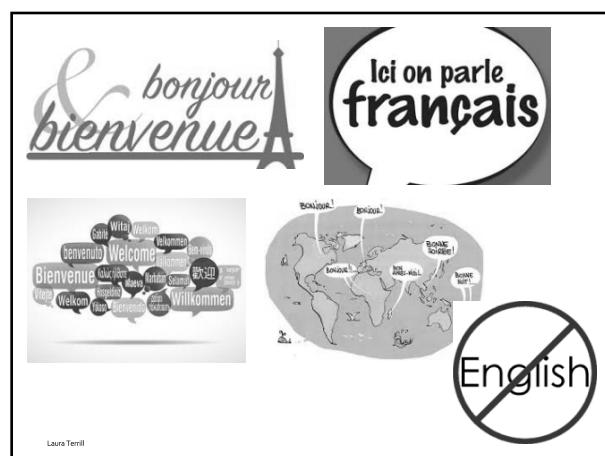
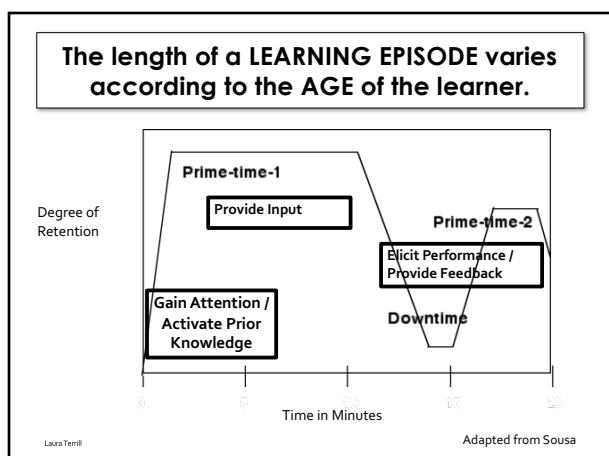




## General Features of Useful Input

| Input must be:  |  |
|-----------------|--|
| Comprehensible  | Learners must understand most of what the speaker is saying for language learning to occur.                            |
| Meaning Bearing | Useful input must contain a message the learners want and need to understand. There must be some communicative intent. |

Smith and Donato, Startalk 2012



## First part of lesson

- Greet at door with hello and handshake
- Hand each student a location card showing a city, have name of city written on back of image – postcards are perfect.
- Let students sit where they want.
- Introduce yourself with PPT slide with pictures – name, where you live and with whom – I live in Indianapolis with my husband and cat.
- Engage students in same conversation, but they live where their picture is, make sure students can locate where they live on world map
- Scaffold activity by having language students will need on slides, model with students, have 2 students model until you are sure the pattern is known
- Train students for inner-outer circle pattern you will use, clipboard in hand (Class Dojo, etc) listen in as students talk.
- Move into next lesson or next part of the lesson.

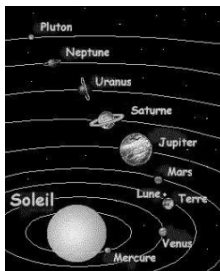
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Sample Can Do:  
I can say where I live.



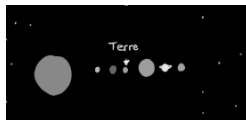
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## Les planètes du système solaire



- Où tu habites?
- J'habite.....

la planète Terre.



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Où tu habites....? Tu habites....?  
J'habite.....

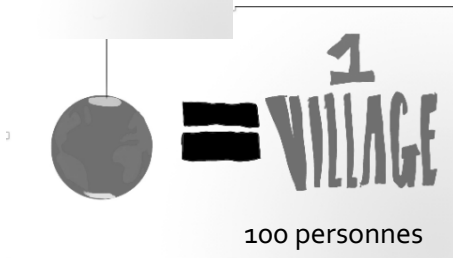


- l'Amérique du Nord
- l'Amérique du Sud
- l'Europe
- l'Asie
- l'Afrique



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# IMAGINER



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Combien de personnes sont d'origine....



- D'Amérique du Nord
- D'Amérique du Sud
- D'Europe
- D'Asie
- D'Afrique



5

8

12

13

61

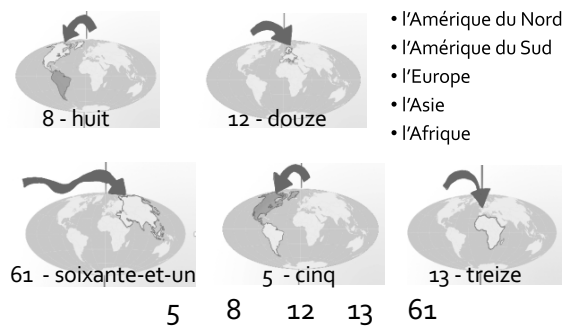
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Combien de personnes sont d'origine de....?  
Il y en a (5).



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Combien de personnes sont d'origine....?  
Il y en a (5).

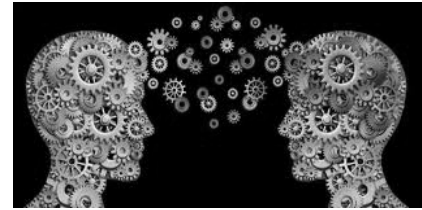


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Sample Can Do:  
I can say where I live.



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What did you understand and what made that aspect  
comprehensible?  
What "story" might you create for a current topic?

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Create Comprehensible LANGUAGE by:

- Paraphrasing (or saying it in an easier way).
- Slowing down the rate of delivery.
- Defining words by example, not translation.
- Using structures students are familiar with and build on them over time ('No talking over their heads').
- Using key words and phrases more than once (enter and re- enter new language elements).
- Use tone of voice to emphasize key parts on the message.

Smith and Donato, Startalk 2012


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Create a CONTEXT  
for increasing comprehension by:

- Using gestures to make meanings clear
- Using visuals and props
- Making sure students have knowledge of the topic/objective of the lesson
- Providing a meaningful and purposeful context

Smith and Donato, Startalk 2012

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**Rencontrez les voyageurs!**

Consulte tous les jours son Facebook!

Les hôtels sont à éviter - il dort chez les locaux :)

Commande son café dans la langue locale

Se perd intentionnellement

Découvre la cuisine locale (2% ont fait une intoxication alimentaire)

Voyageur local

Envoie des cartes postales


gh : commence à se plaindre dès le petit-déjeuner servi au buffet de l'hôtel

Continue obstinément à parler dans sa propre langue

Suit constamment un guide

Mange chez Mac

**Sample Can Do:**  
I can explain differences between a tourist and traveler and identify myself as tourist or traveler giving reasons.



**Rencontrez les voyageurs!**

Voyageur local

Voyageur étranger

**Sample Can Do:**  
I can explain differences between a tourist and traveler and identify myself as tourist or traveler giving reasons.



• Consulte tous les jours son Facebook  
 • Continue obstinément à parler dans sa propre langue  
 • Conseil de voyage Hakuna Mata!  
 • Se perd intentionnellement  
 • Suit constamment un guide  
 • Envoie des cartes postales  
 • Commande son café dans la langue locale  
 • gh : Commence à se plaindre dès le petit-déjeuner servi au buffet de l'hôtel  
 • Les hôtels sont à éviter - il dort chez les locaux  
 • Mange chez MacDonalds pour éviter les incidents - (22% ont fait une intoxication)  
 • Leitmotiv : la collection de cuillères à thé  
 • Découvre la cuisine locale (2% ont fait une intoxication alimentaire)

**Sample Can Do:**  
I can explain differences between a tourist and traveler and identify myself as tourist or traveler giving reasons.


**Extend to other modes**

**Interpersonal**

Students pair to have a discussion about a future trip. One takes the role of a tourist, another of a traveler. They talk to identify 2 or 3 things that both are willing to do.

**Presentational**

Students document a trip from the perspective of a tourist or a traveler. They select 5 images and then caption those images saying what they did.



**Sample Can Do:**  
I can explain differences between a tourist and traveler and identify myself as tourist or traveler giving reasons.

**Sample Can Do:**  
I can describe an extreme weather event.

**Des symptômes à détecter**

- forte fièvre ;
- bouche-sèche ;
- pouls rapide ;
- somnolence anormale ;
- hyperexcitabilité ;
- yeux creux et pupilles dilatées ;
- perte de conscience.

EN CAS DE SYMPTÔMES : PLACEZ VOTRE ENFANT À CÔTÉ, RAFFRAÎCHISSEZ-LE ET FAITES-LE BOIRE DE L'EAU

SI LA SITUATION DURE, FAITES LE 15

**Vigilance météo**

- Vigilance absolue
- Soyez très vigilant
- Soyez attentif
- Pas de vigilance

Épisode caniculaire sur la majeure partie du pays.

**Fortes Chaleurs**

Hydratez-vous

Protégez-vous

Inscrivez-vous

ACTÚA CONTRA EL CALOR de la manera más fácil

BEBE AGUA FRECUENTEMENTE

PROTEGETE DEL SOL

REFRÉSCATE

PERMANECE EN LUGARES FRESCOS O CLIMATIZADOS

**Naturalmente, protégete. Protégelos**

Que faire quand il fait chaud, vraiment trop chaud? A Bordeaux, ces enfants et leurs parents ont opté pour les jeux aquatiques rafraîchissants sur le miroir d'eau le long des quais, le 17 juillet 2016.



**Sample Can Do:**  
I can describe an extreme weather event.

## Il fait tellement chaud en Arizona que certains avions ne peuvent pas décoller

Repéré par Claire Levenson — 20.06.2017 - 10 h 55, mis à jour le 20.06.2017 à 10 h 55  
Repéré sur USA

Avec des températures atteignant les 48,8 degrés, une quarantaine de vols ont été annulés.



Sample Can Do:  
I can describe an extreme weather event.

## Global Challenges: Food and Hunger What role does food play in our lives?



## Comment préparer la ratatouille?

<https://www.youtube.com/watch?v=KZucg25Rcgc>



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I can ask and answer questions about food preferences and give simple reasons.

## Tu aimes la ratatouille?

*Do you like ratatouille?*



I can ask and answer questions about food preferences and give simple reasons.

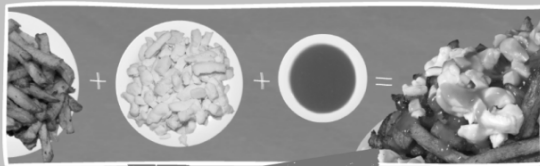
## INGRÉDIENTS (8p.):

6 COURGETTES  
3 AUBERGINES  
2 POIVRONS  
3 TOMATES  
3 BRANCHES DE THYM  
6 C. À S. D'HUILE D'OLIVE  
1 Gousse d'Ail

## Tu aimes la poutine?

## Menu

- Poutines, Général, Déjeuners, Boissons, Enfants, -



les frites + le fromage + la sauce = la poutine

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I can ask and answer questions about food preferences and give simple reasons.



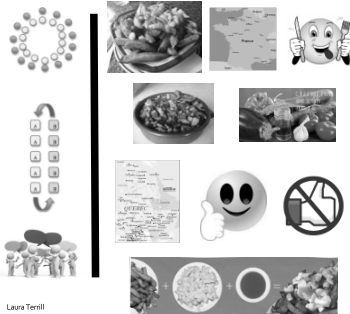
## Think – Write – Pair – Share

Write statements and questions that come to mind based on these images. Be ready to pair and share.

I can ask and answer questions about food preferences and give simple reasons.

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## Think – Write – Pair – Share



- Hunger
- Where they live
- Likes/dislikes
- Preferences
- Reasons

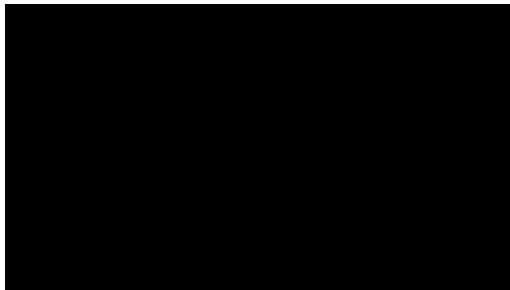
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### Prediction – What ideas are in the video?



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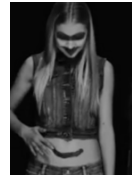
## Shakira – La La La



Sample Can Do:  
I can state what countries have in common.

Laura

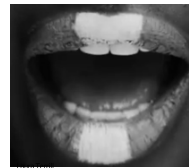
Consider the symbolism



Tackle one at a time...

- Use of color vs black and white
- Animals
- Flags
- Smiles
- Drums
- Soccer Ball

Ask for reasons or offer choices that suggest reasons.



# Shakira

What do you know about Shakira from the song?  
How do you know it?



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## Letra – cloze activity

What words would  
you leave out?

Toda mi vida, fue así  
Yo a ti te busqué  
Hasta que llegaste  
Con esa boca que Dios te ha dao  
Ni obligada, podría dejarte  
Las ganas de ti, me devoran  
Los segundos de todas las horas  
Tus dos luceros son los que quiero  
Sin tus ojos azules me muero  
Ven y bésame mucho  
El mundo no importa  
La noche comienza  
No no no pares ahora

Lower T<sub>h</sub>1

## Cloze Activity

Drop words that are known and obvious from context.

La la la la la  
I dare you  
Feel how the planet's  
Become one  
Beats like a drum  
To the same rhythm  
Hear the whistle  
Kick the ball  
The entire world  
Soars like an eagle  
In Rio we play  
Like we dance

Word bank  
(only if necessary)  
drum  
eagle  
you  
kick  
dance

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## Extend to other modes



### Interpersonal

Students pair to discuss the song, soccer and Shakira. They comment on things they like and don't like with regard to the video, favorite parts, etc. They give their opinions about soccer and/or other sports. Finally, they comment on Shakira and share information they know about her.

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### Presentational

Students write summary of video, retelling the story in simple sentences.

- Shakira sings.
- She likes soccer.
- She is Colombian.
- There are soccer players, animals.
- A little boy plays soccer, etc.

Students work in pairs or groups to add a verse to the song, change the chorus, etc.

## Contemporary Life: A Day in the Life How does where I live influence what I do?

**Les loisirs préférés des Français**  
Question : DANS VOTRE PAYS LES LOISIRS (C'EST-À-DIRE DES ACTIVITÉS QUE L'ON FAIT) SONT-ILS TRÈS DIFFÉRENTS DE CEUX QUE L'ON FAIT EN FRANCE ?

**La télévision**

Voit des amis/les proches 49%

**Horaires**

Période scolaire :  
• mardi : 15h à 18h  
• mercredi : 14h à 18h  
• jeudi : 15h à 18h  
• vendredi : 15h à 19h  
• samedi : 14h à 18h

Pendant les vacances :  
Tous les jours de 14h à 18h sauf le week-end

Permanence administrative :  
• mercredi : 14h à 18h

Permanence PJJ :  
Accès libre aux horaires d'ouverture  
Mercredi et samedi : de 14h à 18h sur rendez-vous

**NUESTRA VIDA MODERNA:**  
TRABAJAR, DESCANSAR, JUGAR, DORMIR

**LAKEZ MOI MAMUSER**

**EL DÍA SIEMPRE TENDRÁ 24 HORAS**

**NO TE ESTRESSES...**

**11h01**

**La Maison de la jeunesse**

## Explain the images found in the article....



### Sample Can Do:

I can explain my daily routine and compare to the daily routine of others.

## Que font-ils cet été ? Abass, 7 ans, Sénégalais

Voici Abass, un Sénégalais de 7 ans qui habite à Dakar, la capitale du Sénégal. Il parle le wolof, la langue la plus courante au Sénégal. Mais il maîtrise aussi très bien le français. Dans son pays, les vacances durent trois mois: la chance!

Here's Abass, a Senegalese who is 7 years old who lives in Dakar, capital of Senegal. He speaks Wolof, the most common language in Senegal. But he also speaks French very well. In his country, the holidays last three months: lucky!

### Mot du jour : Sénégal

Le Sénégal est un pays de l'Afrique de l'Ouest. Il longe l'océan Atlantique. Il est entouré par la Mauritanie, le Mali, la Guinée et la Guinée-Bissau. À l'intérieur de ses terres, se trouve un tout petit pays, la Gambie. Au Sénégal, il y a 14 millions d'habitants.

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<http://jouractu.com/monde/que-ont-ils-cet-ete-abass-7-ans-senegalais-65837/>

## Explain the images found in the article....



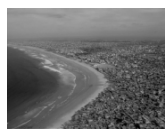
**Dakar**  
Capitale du Sénégal

**Abass, 7 ans, parle français et wolof**

## Interpretive Mode

### Mot du jour : Sénégal

Le Sénégal est un pays de l'Afrique de l'Ouest. Il longe l'océan Atlantique. Il est entouré par la Mauritanie, le Mali, la Guinée et la Guinée-Bissau. À l'intérieur de ses terres, se trouve un tout petit pays, la Gambie. Au Sénégal, il y a 14 millions d'habitants.



Students write/think of questions in target language that are answered in the text. Then, they pair and ask each other.

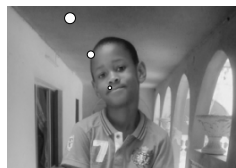
Senegal is a country in western Africa. It is along the Atlantic Ocean. It's surrounded by Mauritania, Mali, Guinea and Guinea-Bissau. In the middle of it's land, there is a little country, Gambia. In Senegal, there are 14 million people.

Laura Terrell

Where is Senegal? Is Senegal in Africa or Europe? How many people live in Senegal?

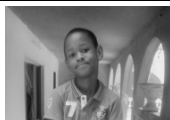
## Interpersonal Mode

Imagine the conversation between the two children.



Laura Terrell

## Presentational Mode



*My name is... I live in... In summer I play sports. I really like...*

Create a written or spoken introduction of yourself. Select a few pictures and give some information about where you live, your age, what you do, etc.

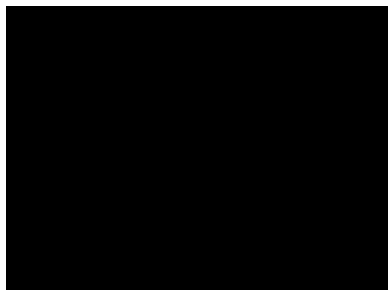
Laura Terrell

Quel est le problème?



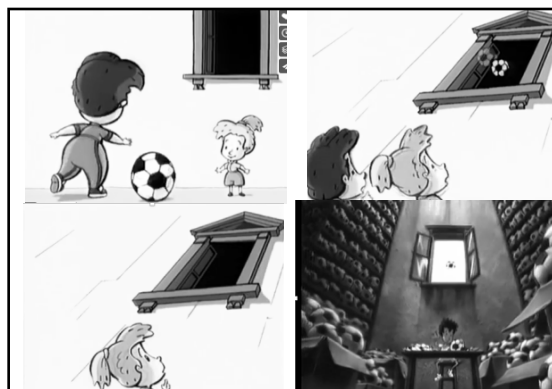
Laura Terrell

Sample Can Do:  
I can retell a story about work and play.



Laura Terrell

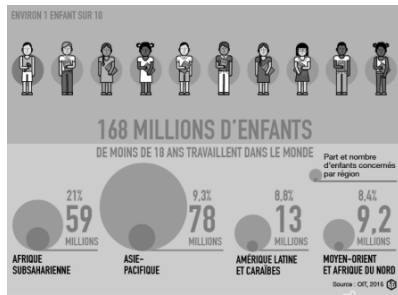
<https://vimeo.com/133985448>



Sample Can Do:  
I can retell a story about work and play.



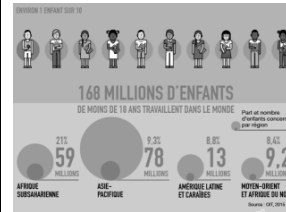
## Combien d'enfants travaillent? Où est-ce que les enfants travaillent?



How many children work? Where do they work?

Laura Terrell

## Où les enfants travaillent?



**68 MILLIONS D'ENFANTS AU TRAVAIL DANS LE MONDE**  
Dans les champs, dans les mines ou l'industrie, ce sont encore des millions d'enfants, 168 selon l'OIT, qui travaillent, dans des conditions souvent dangereuses, au lieu d'aller à l'école. Un fléau qui doit être combattu par les gouvernements, mais aussi les entreprises, qui peuvent être exposées via des chaînes d'approvisionnement de plus en plus complexes.

Laura Terrell

<http://www.1jour1actu.com/monde/journee-travail-enfants-85257/>



Le travail dans la rue est particulièrement risqué pour les enfants, car il peut les mettre en contact avec des personnes dangereuses. Ce petit garçon vend des ballons dans la rue d'une ville du Laos, en Asie. (© iStock)

Laura Terrell

<http://www.1jour1actu.com/monde/journee-travail-enfants-85257/>



Porter de lourdes charges est dangereux pour la santé des enfants, car cela peut perturber leur croissance. Cette jeune Congolaise (Afrique) rentre du travail des champs en portant un fardeau qui semble bien lourd pour elle. (© iStock)

Laura Terrell

## Extend to other modes - Presentational



Create role play cards. Have students do an image search. They may discover some facts, but if not, they invent the identity of the child. For each card, include:

- Name of child
- Their age
- Where they live
- What they do – work, play, school
- A reason for what they do
- What they want/don't want to do in the future

Laura Terrell

## Extend to other modes - Interpersonal



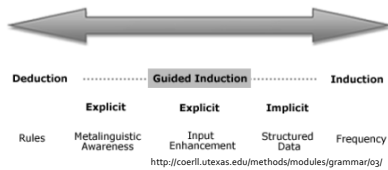
Distribute role play cards at random. Initially, students would see the card and would talk with a partner asking and answering questions to find out what they might have in common. They should not show the card to their partner.



Students can also play Headbanz with their card. They would ask a question at a time to find out what they can about their identity based on the picture other students see.

Laura Terrell

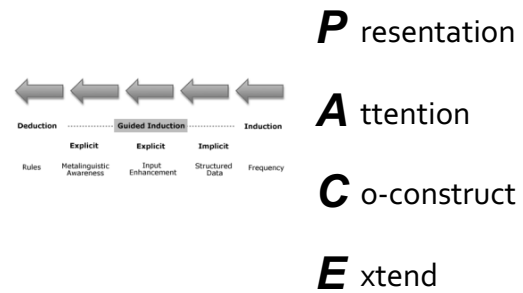
## Grammar Continuum



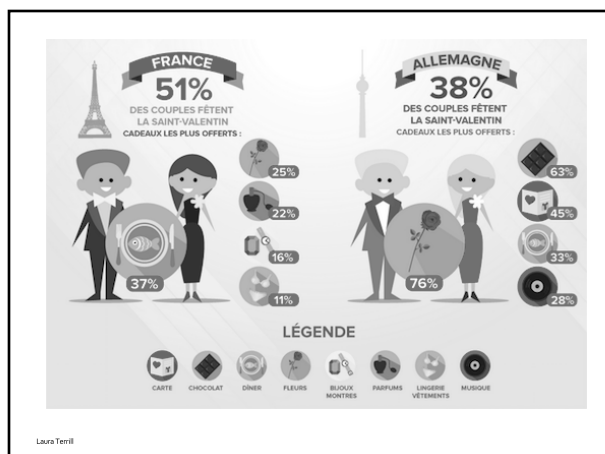
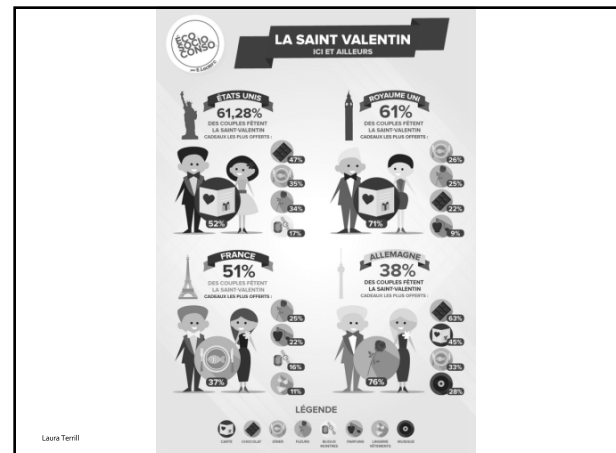
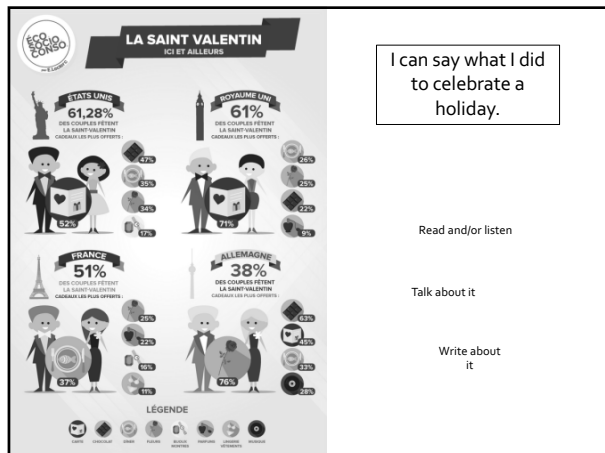
- Explicit instruction – explaining the rules of grammar
- Implicit instruction – acquisition of language, embedded in communicative context
- Deductive instruction – rules are explained
- Inductive – students use languages, no real effort to identify patterns of grammar

Laura Terrell

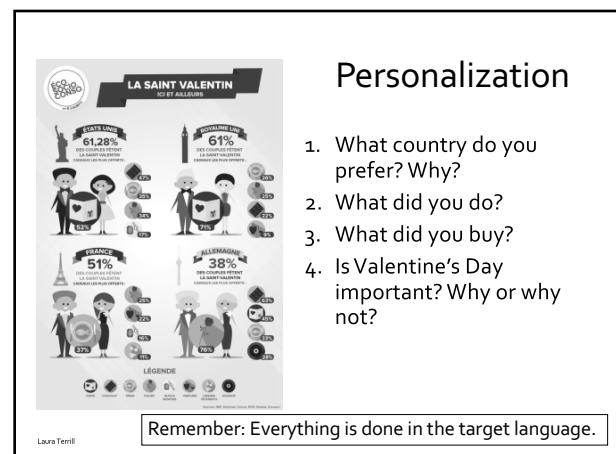
## Grammar in Context



Laura Terrell



Laura Terrell



Laura Terrell

## Qu'est-ce que tu as fait pour célébrer la fête de Saint Valentin?

|  | la question       | Oui....  | Non....                     |
|--|-------------------|--|-----------------------------|
| célébrer   | Tu as célébré...? | Oui, j'ai célébré...   | Non, je n'ai pas célébré... |
| dîner  | Tu as dîné...?    | Oui, j'ai dîné.  | Non, je n'ai pas dîné.      |
| acheter  | Tu as acheté...?  |  |                             |
| écouter de la musique                                    |                   | <div><b>Co-construct</b><br/>Pretend you are the author of a grammar textbook. How would you explain the rule?</div> |                             |
| voyager  |                   |  |                             |
| regarder un film   |                   |  |                             |
| Je n'ai rien fait! Je déteste la fête de Saint Valentin! |                   |  |                             |

Laura Terrill

## Guess the answer.



1. Tu as regardé un film?
2. Tu as écouté de la musique?
3. Tu as acheté du parfum?
4. Tu as dîné au restaurant?
5. ....
6. ....
7. ....

Exit Slip: Write 3 things you did or didn't do for Valentine's Day.

Laura Terrill



Laura Terrill

## ACTFL Integrated Performance Assessment

### Interpretive

Students listen to, read and / or view an authentic text and answer information as well as interpretive questions to assess comprehension. The teacher provides students with feedback on performance.



### Presentational

Students engage in the presentational mode by sharing their research/ideas/opinions. Samples presentational formats: speeches, drama, skits, radio broadcasts, posters, brochures, essays, websites, etc.

### Interpersonal

After receiving feedback students engage in communication about a particular topic which relates to the interpretive text.



Laura Terrill

## Performance Based Assessment

- Do the tasks address the major goals of the unit?
- Do the tasks match the targeted performance level?
- Do they address some aspect of the essential question?
- Are they real-world tasks?
- Do they address 21<sup>st</sup> Century Learning skills — communication, collaboration, creativity and innovation and critical thinking and problem solving?

Laura Terrill

## ACTFL IPA INTERPRETIVE TASK COMPREHENSION GUIDE

- Key Word Recognition (*English to Target Language*)
- Main Idea(s)
- Supporting Details
- Organizational Features
- Guessing Meaning from Context (*TL to English*)
- Inferences
- Author's Perspective
- Comparing Cultural Perspectives
- Personal Reaction to the Text

Laura Terrill

Adapted from: ©2013 Implementing Integrated Performance Assessment

## IPA Interpretive Comprehension Literal Comprehension

|                                    | Strong Comprehension  | Meets Expectations   | Approaching Expectations   | Minimal Comprehension  |
|------------------------------------|---|--|--|--|
| <b>Word Recognition</b>            | Identifies all key words appropriately within context of the text.  | Identifies majority of key words appropriately within context of the text.   | Identifies half of key words appropriately within the context of the text.   | Identifies a few key words appropriately within the context of the text.   |
| <b>Main Idea Detection</b>         | Identifies the complete main idea(s) of the text.   | Identifies the key parts of the main idea(s) of the text but misses some elements.   | Identifies some part of the main idea(s) of the text.  | May identify some ideas from the text but they do not represent the main idea(s).  |
| <b>Supporting Detail Detection</b> | Identifies all supporting details in the text and accurately provides information from the text to explain these details. | Identifies the majority of supporting details in the text and provides information from the text to explain some of these details. | Identifies some supporting details in the text and may provide limited information from the text to explain these details. Or identifies the majority of supporting details but is unable to provide information from the text to explain these details. | Identifies a few supporting details in the text but may be unable to provide information from the text to explain these details. |

Laura Terrell

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## IPA Interpretive Comprehension Figurative Comprehension

|                                      | Strong Comprehension  | Meets Expectations  | Approaching Expectations  | Minimal Comprehension   |
|--------------------------------------|---|---|---|---|
| <b>Organizational Features</b>       | Identifies the organizational feature(s) of the text and provides an appropriate rationale.                                       | Identifies the organizational feature(s) of the text; rationale misses some key points.   | Identifies in part the organizational feature(s) of the text; rationale may miss some key points. Or, identifies the organizational feature(s) but rationale is not provided. | Attempts to identify the organizational feature(s) of the text but is not successful.   |
| <b>Guessing Meaning from Context</b> | Infers meaning of unfamiliar words and phrases in the text. Inferences are accurate.  | Infers meaning of unfamiliar words and phrases in the text. Most of the inferences are plausible although some may not be accurate. | Infers meaning of unfamiliar words and phrases in the text. Most of the inferences are plausible although many are not accurate.  | Inferences of meaning of unfamiliar words and phrases are largely inaccurate or lacking.  |
| <b>Inferences</b>                    | Infers and interprets the text's meaning in a highly plausible manner.  | Infers and interprets the text's meaning in a partially complete and/or partially plausible manner.                                 | Makes a few plausible inferences regarding the text's meaning.  | Inferences and interpretations of the text's meaning are largely incomplete and/or not plausible.   |
| <b>Author's Perspective</b>          | Identifies the author's perspective and provides a detailed justification.  | Identifies the author's perspective and provides a justification.   | Identifies the author's perspective but justification is either inappropriate or incomplete.  | Unable to identify the author's perspective.  |
| <b>Cultural Perspectives</b>         | Identifies cultural perspectives/norms accurately. Provides a detailed connection of cultural products/practices to perspectives. | Identifies some cultural perspectives/norms accurately. Connects cultural products/practices to perspectives.                       | Identifies some cultural perspectives/norms accurately. Provides a minimal connection of cultural products/practices to perspectives.   | Identification of cultural perspectives/norms is mostly superficial or lacking. And/or connection of cultural practices/products to perspectives is superficial or lacking. |

Laura Terrell

## ¡Somos una nación sedentaria y cada vez más gorda!

*¿Sabe usted qué cantidad gastamos los norteamericanos anualmente en dietas y productos para adelgazar? 30 billones\* de dólares. Irónicamente, el 66% de la población adulta no está en buena forma y necesita bajar de peso. Esto significa que una de cada tres personas pesa más de lo que debe y su salud está en peligro por tener un peso tan alto.*

*Si usted ha aumentado de peso, necesita buscar una solución. ¿Ha visitado a su nutricionista? Si no lo ha hecho, éste es el momento perfecto. Su nutricionista le puede preparar una dieta que incluya muchas proteínas y platos bajos en colesterol. ¿Ha visto alguna vez la pirámide de la nutrición? Compre una y póngala en la puerta de su refrigerador. También es probable que no haya tomado en serio los consejos de su médico. Pues ahora es el mejor momento para empezar a hacerlo. Y por último, no olvide el ejercicio. Es posible que usted no haya practicado deportes en su vida, pero no se preocupe. Puede empezar a asistir a clases con entrenadores en algún gimnasio de su ciudad e ir mejorando poco a poco. Lo importante es que cada día, antes de acostarse, usted haya hecho algo por mantener su cuerpo en forma, además de su salud.*

Laura Terrell

Examen Bienstar

## We are a sedentary and growing nation!

*Do you know how much Americans spend annually on diets and slimming products? 30 trillion dollars. Ironically, 66% of the adult population is not in good shape and needs to lose weight. This means that one in three people weighs more than they should and their health is in danger from having such a high weight. If you have gained weight, you need to find a solution. Have you visited your nutritionist? If you have not, this is the perfect time. Your nutritionist can prepare you a diet that includes many proteins and low-cholesterol dishes. Have you ever seen the nutrition pyramid? Buy one and put it on the door of your refrigerator. You also probably have not taken your doctor's advice seriously. Well now is the best time to start doing it. And lastly, do not forget the exercise. You may not have played sports in your life, but do not worry. You can start attending classes with coaches in a gym in your city and improve gradually. The important thing is that every day, before bed, you have done something to keep your body in shape, in addition to your health.*

Laura Terrell

## Current questions

1. ¿De qué habla este artículo (*article*)?
2. ¿Por qué está en peligro la salud de una de cada tres personas?
3. ¿Qué aconseja que la persona haga con la pirámide de la nutrición?
4. ¿Utiliza este artículo mandatos formales o informales? Escribe 2 mandatos que has leído del artículo.

Laura Terrell

## Key Word Recognition

Find the following Spanish words in the article.

- |                      |                            |
|----------------------|----------------------------|
| 1. lose weight       | 5. haven't done it         |
| 2. in danger         | 6. have done something     |
| 3. weighing too much | 7. haven't taken seriously |
| 4. have gained       | 8. with trainers           |

## Main Idea

What is the main idea of this article? Answer in English.

Laura Terrell

## Supporting Details

What information does this article share about a healthy lifestyle? Check each detail that is mentioned in the article. Not all details are included. Copy the information in Spanish that is given for each detail you have checked.

|   | Check if statement is part of article. | Statement  | Copy the phrase that gives support for the statement. |
|---|--|--|---|
| 1 |  | <i>Often people do not follow the advice of their doctor.</i>                          |   |
| 2 |  | <i>Those who are unhealthy should keep the refrigerator door closed between meals.</i> |   |
| 3 |  | <i>Taking classes at a gym may help.</i>   |   |
| 4 |  | <i>North Americans waste trillions of dollars on diet products</i>                     |   |
| 5 |  | <i>Everyone should exercise before going to bed each day.</i>                          |   |
| 6 |  | <i>People should buy and post a copy of a food pyramid.</i>                            |   |
| 7 |  | <i>30% of the population is overweight.</i>  |   |
| 8 |  | <i>A nutritionist is likely to suggest a diet high in protein.</i>                     |   |

## IPA Interpretive Comprehension Literal Comprehension

| Literal Comprehension - Key Word, Main Idea, Supporting Details |    |   |
|---|----|---|
| Strong Comprehension  | 10 | Identifies all key ideas appropriately within context of the text. (90-100%)                                |
| Meets Expectations  | 9  | Identifies the majority of key ideas appropriately within context of the text. (75-89%)                     |
| Approaching Expectations  | 8  | Identifies most ideas appropriately within the context of the text. (50-74%)                                |
| Minimal Comprehension   | 7  | Identifies fewer than half of key ideas appropriately within the context of the text. (25-49%)              |
| Not Yet   | 6  | Struggles to understand key ideas appropriately within the context of the text. (5-24%)                     |
| No Comprehension  | 5  | Does not identify any of the ideas appropriately within the context of the text or does not respond. (0-4%) |

Laura Terrell

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## Guessing Meaning from Context

Based on this text, write what the following words/expressions probably mean. Give your answer in English.

1. *cantidad*
2. *más de lo que debe*
3. *empezar a hacerlo*
4. *adelgazar*
5. *platos bajos en colesterol*
6. *tomado en serio*

## Inferences

Who might have written this article given the point of view that is shared? Is the person understanding or critical? Support your opinion with evidence from the article. Give your answer in English.

Laura Terrell

## Cultural Perspectives

What have you learned about the target language culture from this article? Would this article have been different if it had been written for a US audience? Give your answer in English.

Laura Terrell

## IPA Interpretive Comprehension Interpretive Comprehension

Interpretive Comprehension - Organizational Features, Guessing Meaning from Context, Inferences, Author's Perspective, Comparing Cultural Perspectives, Personal Reaction to the Text

|                          |    |   |
|--------------------------|----|---|
| Strong Comprehension     | 10 | Infers and interprets the text's meaning using clear evidence from the text. (90-100%)                                      |
| Meets Expectations       | 9  | Infers and interprets the text's meaning in a partially complete and/or partially plausible manner. (75-89%)                |
| Approaching Expectations | 8  | Makes a few plausible interpretations and inferences regarding the text's meaning. (50-74%)                                 |
| Minimal Comprehension    | 7  | Inferences and interpretations of the text's meaning are incomplete and/or not supported by evidence from the text. (5-24%) |
| Not Yet                  | 6  | Attempts inferences and interpretations, but they are not supported by evidence from the text. (5-24%)                      |
| No Comprehension         | 5  | Does not provide a response.  |

Laura Terrell

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## Interpretive Listening

French



What do you know about Albam? Check all that apply.

- ☐ She is a professor.  
☐ She is 24.  
☐ She does not have children.  
☐ She likes sports.  
☐ She often goes to the gym.  
☐ She lives in Paris.

Are you likely to be friends with Albam? Why or why not? Justify your answer with information from the text.

Laura Terrell

Spanish



What do you know about Sergio? List 3 things.

- 1.
- 2.
- 3.

What one question might you ask to get to know him better?

## IPA Interpretive Comprehension Literal Comprehension

| Literal Comprehension - Key Word, Main Idea, Supporting Details |    |   |
|---|----|---|
| Strong Comprehension  | 10 | Identifies all key ideas appropriately within context of the text. (90-100%)                                |
| Meets Expectations  | 9  | Identifies the majority of key ideas appropriately within context of the text. (75-89%)                     |
| Approaching Expectations  | 8  | Identifies most ideas appropriately within the context of the text. (50-74%)                                |
| Minimal Comprehension   | 7  | Identifies fewer than half of key ideas appropriately within the context of the text. (25-49%)              |
| Not Yet   | 6  | Struggles to understand key ideas appropriately within the context of the text. (5-24%)                     |
| No Comprehension  | 5  | Does not identify any of the ideas appropriately within the context of the text or does not respond. (0-4%) |

Laura Terrell

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## Conociendo Costa Rica

Costa Rica se extiende majestuosamente desde el océano Pacífico hasta el Mar Caribe y su distancia es solo 200 millas. Su porción de tierra ocupa solamente 20 mil millas cuadradas.

Si se hace un recorrido por las provincias de Costa Rica, es fácil darse cuenta de que en ningún otro lugar se pueden encontrar campos con tantas variaciones de paisaje y clima como aquí.

Costa Rica es uno de los destinos turísticos más preciados del planeta. Este pequeño pedazo de tierra reúne todos los componentes necesarios para satisfacer el gusto de miles de viajeros que la visitan cada año.

La división territorial de Costa Rica incluye 7 provincias a conocer; San José, Alajuela, Cartago, Heredia, Guanacaste, Puntarenas y Limón. Juntas ofrecen un atractivo destino turístico de posibilidades casi ilimitadas, y que incluyen extensos bosques lluviosos, volcanes, ríos que se pasean por las montañas, playas y muchos recursos naturales resguardados por una importante organización de parques nacionales y reservas forestales.

Laura Terrell

## Key Word Recognition

**Key Words** - Find these words in Spanish from the text.

- |                   |                  |
|-------------------|------------------|
| 1. is only        | 4. every year    |
| 2. no other place | 5. piece of land |
| 3. to satisfy     | 6. unlimited     |

Laura Terrell

## Main Idea

**Main idea.** Based on what you've read, who is most likely to read this article?

- A person who wants information on the history of Costa Rica
- A person who is looking for an general tour of Costa Rica
- A person who is looking for general tourist information about Costa Rica

What in the article caused you to select your response? Answer in English.

Laura Terrell

## Supporting Details

**Supporting Details** - What information does this article give about Martinique? Check each detail that is mentioned in the article. Not all details are included. Copy the information in French that is given for each detail you have checked.

| Check if statement is part of article. | Statement   | Copy the words or phrase that gives evidence for or against the statement. |
|--|---|--|
| 1.                                     | Costa Rica is located between an ocean and a sea.       |  |
| 2.                                     | A person who enjoys beaches would like Costa Rica.      |  |
| 3.                                     | Costa Rica has a wide variety in landscape and climate. |  |
| 4.                                     | Costa Rica has many national parks.                     |  |
| 5.                                     | Costa Rica is popular with tourists.                    |  |
| 6.                                     | There are 7 major cities in Costa Rica.                 |  |
| 7.                                     | Costa Rica has both a volcano and a rain forest.        |  |
| 8.                                     | Unfortunately, it rains often in Costa Rica.            |  |

Laura Terrell

### CROQ'PYRÉNÉES Saint-Lary Soulan (Pyrénées)

|   |                                    |  |
|---|------------------------------------|--|
| <b>MULTISPORTS / MULTIACTIVITÉS</b><br>pour les 7/ 11 ans<br>7 jours / 6 nuits(s) | <b>ADVENTURE THÉMATIQUE</b>        | <b>RÉSERVEZ VOTRE SÉJOUR</b>                               |
|   | Date de séjour : 05/07/2015 - 30 € | Votre transport : Sélectionnez une ville de départ         |
|   | Participante(s) : 1                | <input checked="" type="checkbox"/> Sans transport - 300 € |
|   | Hébergement : Chambre Multiple     | Total pour 1 pers : <b>390 €*</b> [JE COMMANDE >>]         |
|   | Personnalisez vos options          |  |

Vive les vacances !  
Aux portes de la Réserve Naturelle du Néouvielle, du parc national des Pyrénées et à deux pas de l'Espagne, Saint-Lary-Soulan est un village de tradition pyrénéenne riche en activités de nature.

Découverte en douceur de l'environnement et des activités de montagne, du parcours aventure en forêt au rafting en passant par la course d'orientation et la randonnée au cœur d'une réserve naturelle (Néouvielle ou Rioumajou) ou encore "Les Aigles d'Aure", rencontre des habitants... Initiation au camping, au cours du séjour les enfants séjourneront 2 à 3 nuits dans des tentes collectives confortables.

|   |   |
|---|---|
| <b>Jour d'arrivée</b><br>Accueil le dimanche à partir de 14h, installation dans les chambres ou les tentes, visite du site et préparation du séjour avec les animateurs. Il est préférable d'arriver au centre UCPA avant 15h.              | <b>Jour de départ</b><br>Fin du stage le samedi à 14h après le déjeuner.  |
| <b>Formule : Aventure thématique</b><br>Mixer plusieurs sports ou du sport avec d'autres univers. Des séjours conçus pour découvrir de nouvelles thématiques pendant les vacances et passer d'une activité à l'autre sans jamais s'ennuyer. | <b>Niveau technique et intensité physique</b><br>Niveau technique : * - Ouvert à tous<br>Intensité physique : * - Facile<br>C'est bon pour tout le monde. |

Laura Te

**Key Words** - Find these words in French from the text.

- |                       |                     |
|-----------------------|---------------------|
| 1. transportation     | 5. your stay        |
| 2. 2 steps from Spain | 6. shared tents     |
| 3. a natural preserve | 7. starting at 2 pm |
| 4. physical demands   | 8. To discover      |

**Main idea.** Based on what you've read, who is most likely to read this article?

- a. A child doing research on tourism in the Pyrénées
- b. An adult researching summer camps for their children
- c. A parent looking for a camp experience suitable for families

What in the article caused you to select your response? Answer in English.

Laura Terrell

**Supporting Details** - What information does this article give about Croq'Pyrenées? Indicate if a detail is mentioned or not mentioned in the article. Copy the information in French that is given for each detail that is true or false.

|    | True | False | Not in article | Statement   | Copy the phrase that gives evidence for or against the statement. |
|----|------|-------|----------------|---|---|
| 1. |      |       |                | The cost of this program is three hundred and ninety Euros. |   |
| 2. |      |       |                | This program starts July 5th, 2015.                         |   |
| 3. |      |       |                | The program is held at the UCPA of Saint-Laurent.           |   |
| 4. |      |       |                | The program starts on a Sunday afternoon.                   |   |
| 5. |      |       |                | The only activity you can do here is play sports.           |   |
| 6. |      |       |                | Participants must be in excellent physical shape            |   |
| 7. |      |       |                | This program last seven days.                               |   |
| 8. |      |       |                | Participants should plan to arrive before lunch.            |   |

Laura Terrell

**Guessing meaning from context.** According to the article, what do the following **boldfaced** words mean in English?

- |                              |                             |
|------------------------------|-----------------------------|
| 1. <b>Intensité physique</b> | 3. <b>aventure en forêt</b> |
| 2. <b>jour de départ</b>     | 4. <b>Fin du stage</b>      |

**Inferences** - Would a person who liked city life and cultural attractions like this camp? Why or why not? Support your answer by giving 2 specific reasons from the article. Write in English.

**Comparing Cultural Perspectives.** How is this experience similar to or different from what children do in the United States in the summer? Make at least 2 comparisons.

Laura Terrell

## QUESTIONS



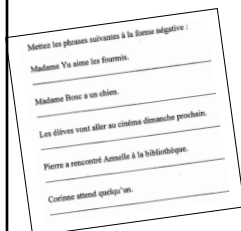
Laura Terrell

What about discrete point skills?



Laura Terrell

## Consider the following activities...



- Make the following sentences negative.
- Write the question that will give you the answer.
- Replace the noun with the direct object pronoun.
- Rewrite the sentence in the preterite.
- Tell me what you are doing this summer. Use the future tense.

Laura Terrell

## Toolbox

| Language Functions<br>I can....   | Related Structures/<br>Patterns | Priority<br>Vocabulary |
|---|---------------------------------|------------------------|
| talk about the benefits of vacation   |                                 |                        |
| talk about where I and others want to go and ask for and give reasons.                |                                 |                        |
| share details on future vacations - where, with whom, when, etc.                      |                                 |                        |
| share details on past vacations - where, with whom, when, etc.                        |                                 |                        |
| state how I felt about a vacation and react to what others say about their vacations. |                                 |                        |
| compare how people spend vacation time in other cultures                              |                                 |                        |
| See unit template for additional functions.   |                                 |                        |

Laura Terrell

## Toolbox

| Language Functions<br>I can....   | Related Structures/<br>Patterns  | Priority<br>Vocabulary |
|---|--|------------------------|
| talk about the benefits of vacation   | I take a vacation to.. learn, help others, reduce stress, relax, volunteer, practice a sport |                        |
| talk about where I and others want to go and ask for and give reasons.                | to want because I like/don't like to...(activities)  |                        |
| share details on future vacations - where, with whom, when, etc.                      | interrogatives near future - going to...   |                        |
| share details on past vacations - where, with whom, when, etc.                        | interrogatives high frequency verbs related to vacation, travel                              |                        |
| state how I felt about a vacation and react to what others say about their vacations. | It was.... descriptive adjectives  |                        |
| compare how people spend vacation time in other cultures                              | prepositions with countries impersonal pronoun Here...but in (country), they....             |                        |
| See unit template for additional functions.   | This is the first section where there may be differences by language.                        |                        |

Laura Terrell

## Grammar in context

You've overheard conversations about how children go to school. Fill in the missing word.

1. Comment les enfants \_\_\_\_\_ à l'école?
2. Moi, je \_\_\_\_\_ souvent à l'école en bus mais quelquefois mes amis et moi \_\_\_\_\_ en voiture.
3. Les enfants à Abidjan \_\_\_\_\_ à pied.
4. Au Sudan, Marie y \_\_\_\_\_ à cheval.
5. Anne et moi habitons près d'un fleuve et nous y \_\_\_\_\_ en bateau.
6. Et toi, comment tu \_\_\_\_\_ à l'école?

Laura Terrell

## Grammar in context

Your friend has sent you a postcard describing his visit to Paris. You are trying to figure out what he did when. Complete each of his sentences with the correct form of the verb "visiter".

Me voilà à Paris! Ce matin, j'ai déjà \_\_\_\_\_ le Louvre, un très grand musée. Maintenant je \_\_\_\_\_ la Tour Eiffel d'où j'écris cette carte postale. Et ce soir je vais \_\_\_\_\_ Montmartre. Et toi, quand tu es allé à Paris, qu'est-ce que tu as \_\_\_\_\_?

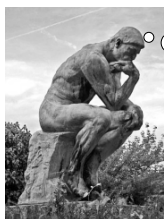
*Here I am in Paris. This morning I already visited the Louvre, a very large museum. Now, I am visiting the Eiffel Tower where I am writing this postcard. And tonight I am going to visit Montmartre. And you, when you went to Paris, what did you visit?*

Laura Terrell


<http://lifehacker.com/5993267>

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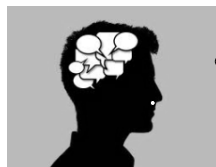


You can't select  
vocabulary until  
you know its  
**PURPOSE**.

Laura Terrill

Can Do – I can talk about where I and others  
want to go and ask for and give reasons.

Hear the conversation you  
want students to have. Do  
not teach the conversation.



Laura Terrill

- Do you want to go to Angers?
- Angers? I don't know. I want to go to the beach. Is there a beach?
- No, but there is a great castle and the beach is close to Angers.
- I prefer a town close to the beach. What about La Baule?
- Maybe, are there museums and good restaurants?
- Of course.
- OK, what about 3 days in La Baule and 3 in Angers.
- Great idea. Let's go.

## 2. I can talk about where I and others want to go and ask for and give reasons.

| Où tu veux aller en vacances? | Where do you want to go on vacation? |
|-------------------------------|--------------------------------------|
| Je veux aller....             | I want to go...                      |
| à la plage.                   | ...to the beach.                     |
| aux montagnes.                | ...to the mountains.                 |
| à la campagne.                | ...to the countryside.               |
| au forêt.                     | ...to the forest.                    |
| en ville.                     | ...to a city.                        |
| Pourquoi?                     | Why?                                 |
| ...parce que je l'aime.       | ...because I like it.                |
| ...parce que c'est amusant.   | ...because it's fun.                 |
| ...parce que je veux nager.   | ...because I want to [swim].         |

Personal vocabulary

Laura Terrill

## Toolbox

| Language Functions<br>I can....   | Related Structures/<br>Patterns  | Priority<br>Vocabulary  |
|---|--|---|
| talk about the benefits of vacation   | I take a vacation to...<br>learn, help others, reduce stress, relax, volunteer, practice a sport | <ul style="list-style-type: none"> <li>• high frequency verbs related to travel/vacation</li> <li>• clothing, travel needs</li> <li>• weather expressions</li> <li>• expressions related to vacation</li> <li>• destinations - mountains, rivers, beaches</li> <li>• directional phrases - N, S, E, W, close to</li> <li>• reasons for taking vacation</li> </ul> |
| talk about where I and others want to go and ask for and give reasons.                | to want<br>because<br>I like/don't like to...(activities)  |   |
| share details on future vacations - where, with whom, when, etc.                      | interrogatives<br>near future - going to...  |   |
| share details on past vacations - where, with whom, when, etc.                        | interrogatives<br>high frequency verbs related to vacation, travel                               |   |
| state how I felt about a vacation and react to what others say about their vacations. | It was....<br>descriptive adjectives   |   |
| compare how people spend vacation time in other cultures                              | prepositions with countries<br>impersonal pronoun<br>Here...but in (country), they....           |   |
| See unit template for additional functions.   | This is the first section where there may be differences by language.                            |   |

Laura Terrill

## Vocabulary "Quizzes"

- Create a sense of personal challenge.
- Give students a prompt and (2) minutes to write as many words as they can. Let them self-correct and compare their results with others if they want to. It's a personal competition, not one that someone would win.
- Two days later, give the same prompt and repeat the scoring process. They check their own work. Their personal goal is to improve their own performance.

Sample prompts

1. List school supplies that are likely to be found in a typical American backpack.
2. Name classes you really like and give reasons.
3. Name classes that are not your favorites and give reasons.

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## Vocabulary in Context

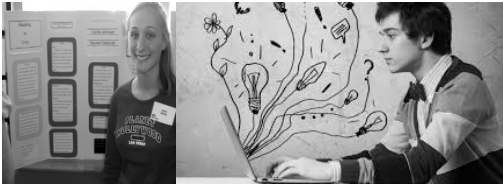
It's difficult for me to decide where to go on \_\_\_\_\_. I really love the \_\_\_\_\_ because I like to swim. But, I also enjoy the being in \_\_\_\_\_ where I can walk and hike. The most important thing is to be able to relax and spend time with family or friends. \_\_\_\_\_ are often too busy because there is so much to see like museums and monuments. Of course, it's an \_\_\_\_\_ to try new food in different restaurants.

cities beach adventure vacation parks mountains

Laura Terrill

## Presentation Mode

Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.



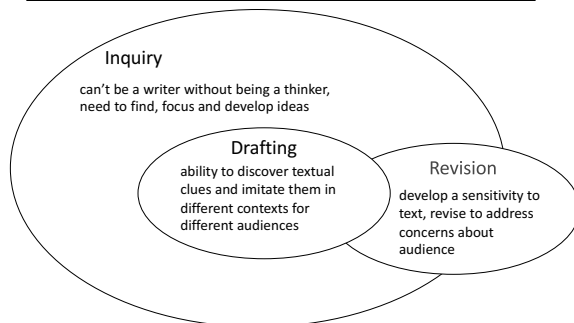
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## Presentation Communication....

| is not                                    | is  |
|---|---|
| negotiated communication.                 | one-way communication.  |
| random.                                   | practiced, rehearsed, polished, edited.                             |
| unplanned.                                | organized.  |
| speaking or writing in a vacuum.          | an awareness of audience (formal/informal; cultural context).       |
| reliance on circumlocution                | improved by using appropriate tools – dictionary, spell-check, etc. |
| speaking or writing only for the teacher. | produced for an intended audience and purpose.                      |

Laura Terrell

## Inquiry informs each stage of the writing process



Laura Terrell

Strategic Writing  
Deborah Dean



Laura Terrell

WWW.PHDCOMICS.COM



Laura Terrell

## Less is more?



<http://www.sixwordmemoirs.com>



Laura Terrell

### 101 Words

101 word short stories. Chisel your words wisely.

<http://www.101words.org/>



<http://flashfictiononline.com/main/>

<http://olc.spad.sk.ca/de/jpd/instr/strats/storymapping/index.html>

## NCSSFL-ACTFL Global Benchmarks Presentational Writing

| Novice<br>Low   | Novice<br>Mid   | Novice<br>High  | Intermediate<br>Low  | Intermediate<br>Mid   | Intermediate<br>High   |
|---|---|---|--|---|--|
| I can copy some familiar words, characters, or phrases. | I can write lists and memorized phrases on familiar topics. | I can write short messages and notes on familiar topics related to everyday life. | I can write briefly about most familiar topics and present information using a series of simple sentences. | I can write on a wide variety of familiar topics using connected sentences. | I can write on topics related to school, work, and community in a generally organized way. I can write some simple paragraphs about events and experiences in various time frames. |

Laura Terrell

## Six Word Memoirs

**6** sometimes a teacher, always a learner  
by **in PY6** at **Alman Academy** | Comment |  

**6** school is where you learn stuff  
by **Cole** in **Creative Writing at International Ivy** | Comment |   

**6** happy pets nice family and friends  
by **Lian Roland** in **Creative Writing at International Ivy** | Comment |   

**6** Why am I the only one?  
by **Lily S.** in **Creative Writing at International Ivy** | Comment |  

**6** I caught a fish. Never mind.  
by **Amanda Werner** in **Creative Writing at International Ivy** | 1 comment |   

Laura Terrell

What is the definition of a sentence?

*"It answers at least 3 questions."*



Building Blocks



Laura Terrell

I met a very interesting person

where ?

with whom?

when ?

why?



⊕⊕⊕⊕⊕ Avis publié: il y a 6 jours

Toujours aussi excellent

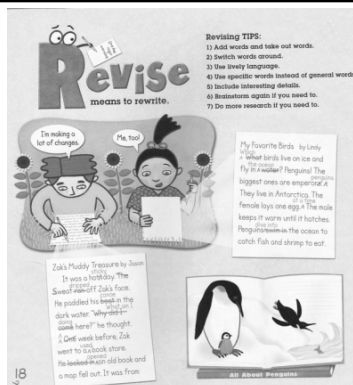
Nous retournons régulièrement dans ce restaurant, une fois de plus nous avons apprécié le menu du jour : ongle de veau. Cuisine toujours aussi délicieuse avec des desserts parfaits. Le service est toujours aussi agréable. Quoi de plus à ajouter allez y les yeux fermés... Plus



## Describe a good meal.

| Level 1  | Level 2  | Level 3   |
|--|--|---|
| I like breakfast. I eat with friends. I go to a restaurant. I eat eggs and bacon. I eat fruit and yogurt. (22) | On the weekend, I sometimes go to a restaurant with my family. We don't like fast food. We prefer a good meal. We usually have salad, a main course and dessert. I really like salad, but I also love chocolate desserts. (41) | I went with my friends to a good restaurant for my birthday. It was fun. It was a restaurant where we had appetizers and shared food. I think we ordered 9 or 10 things. We spent 2 hours at the restaurant and then we all went to a movie. (49) |

Laura Terrell



Laura Terrell

Look at My Book — How Kids Can Write & Illustrate Terrific Books  
Loreen Leedy

## Fat Drafting

Deborah Dean

Rewrite using fewer sentences and more words.

### Level 1

I like breakfast. I eat with friends. I go to a restaurant. I eat eggs and bacon. I eat fruit and yogurt. (22)

*On Saturdays, I love to eat breakfast with friends at a local restaurant where I usually eat eggs and bacon and have a parfait made with fruit and yogurt.*

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## Fat Drafting

Deborah Dean

### Level 2

On the weekend, I sometimes go to a restaurant with my family. We don't like fast food. We prefer a good meal. We usually have salad, a main course and dessert. I really like salad, but I also love chocolate desserts. (41)

- Model asking questions to get more information.
- Write 2 or 3 questions.
- Have students work in pairs or small groups to rewrite answering the questions.
- When students understand the strategy, this can be used as a peer editing strategy after students write the first draft.

*What kind of restaurants does your family like? What do you usually order/avoid for the main course? What kind of chocolate desserts do you like?*

Laura Terrell

## Fat Drafting

Deborah Dean

### Level 3

I went with my friends to a good restaurant for my birthday. It was fun. **It was a restaurant where we had appetizers and shared food.** I think we ordered 9 or 10 things. We spent 2 hours at the restaurant and then we all went to a movie. (49)

- Underline the sentence that is the most interesting.
- Put a question mark next to 2 sentences that need more detail.
- Write a question that asks for more detail.
- Have students work in pairs or small groups to rewrite answering the questions.
- When students understand the strategy, this can be used as a peer editing strategy after students write the first draft.

*What was the best thing you ate?*

Laura Terrell

## Fat Drafting — Build up a text before revising it.

*Acts of Revision: A Guide for Writers, Wendy Bishop*

- Mark the “center of gravity sentence” from each paragraph, the sentence that seems “core, crucial, provocative, evocative, and so on”. List these sentences somewhere else and write more about each one.
- Expand mindfully. Between each paragraph, write a new paragraph. If the writing is only one paragraph, add a sentence between each sentence.
- Put subtitles in the text. Before and after each one add transitional sentences: summarize, forecast, expand, connect, contextualize.
- Circle five important or thought provoking words in the text. Freewrite on each one. The same can be done with sentences or quotations.
- Consider your draft as if it were a hypertext. With markers indicate where you would create a link—and then write the text of those imagined links. Consider how to insert this information into the text.

Laura Terrell

adapted from *Strategic Writing*, Deborah Dean

## Adolescentes prefieren socializar a través de redes sociales

En un estudio realizado por la Universidad de Sonora se comprobó que los estudiantes de secundaria prefieren el Twitter a una relación directa con las personas.



Laura Terrell



Los adolescentes prefieren las redes sociales a la convivencia directa. (Netflix)

## How organized is my writing?

| Strong Performance<br>10   | Meets Expectations<br>8  | Approaches Expectations<br>7  | Minimal Performance<br>6   |
|--|--|---|--|
| My ideas are presented in an organized manner. My sentences are varied and interesting and I use transitions to connect my thoughts. | My ideas are presented in a somewhat logical manner. I have some interesting sentences and use transitions to connect my thoughts. | My ideas are shared in a random fashion. My sentences follow a predictable pattern. | My ideas are not presented in a logical manner. I struggle to produce sentences and my thoughts may be incomplete. |

Laura Terrell

## Writing a Collaborative Paragraph

### Step 1



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- List 8 words/phrases associated with this picture.
- Share your list with your partner. Without talking, add a couple of words from your partner.
- Next, write as much as you can about what is happening in the picture within the amount of time you are given.

## Writing a Collaborative Paragraph

### Step 2



Laura Terrill

- Look at the rubric line for organization. Score your writing.
- Share your writing with your numbered-heads group.

| Strong Performance<br>9  | Meets Expectations<br>8  | Approaches Expectations<br>7  | Minimal Performance<br>6   |
|--|--|---|--|
| My ideas are presented in an organized manner. My sentences are varied and interesting and I use transitions to connect my thoughts. | My ideas are presented in a somewhat logical manner. I have some interesting sentences and use transitions to connect my thoughts. | My ideas are shared in a random fashion. My sentences follow a predictable pattern. | My ideas are not presented in a logical manner. I struggle to produce sentences and my thoughts may be incomplete. |

## Numbered Heads Together

Directions: Students assemble into groups and number off. The teacher asks a question and tells the groups to put their heads together to discuss it. The teacher calls a number and selects a group. The student with that number in that group answers. The teacher asks the students of the same number from the other groups if they agree with the response or asks them to elaborate on the response.

Laura Terrill



## Writing a Collaborative Paragraph

### Step 3



Laura Terrill

- Read each person's writing silently.
- Brainstorm a solid topic sentence using the ideas of the group.
- Share group sentences with class and vote on best topic sentence.
- Work with your group to write a concluding sentence. Share with class and vote on best conclusion.

## Writing a Collaborative Paragraph

### Group Generated Topic and Concluding Sentences



Laura Terrill

I really wanted to play a game of soccer with friends when I went to the park last night.

At first....

Then....

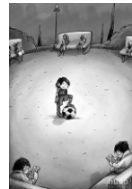
For me...

??????...

In the future, we may not even talk with our friends.

## Writing a Collaborative Paragraph

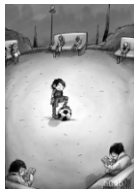
### Step 4



Laura Terrill

- Work individually to write 3 connecting sentences.
- Return to groups. Read each person's paper silently. Select the best/most interesting paragraph.
- Rewrite and improve the best one. Write your own copy so each group member has a personal copy of the final paragraph.
- Self-assess the work of your group using the rubric.

## Writing a Collaborative Paragraph Step 5



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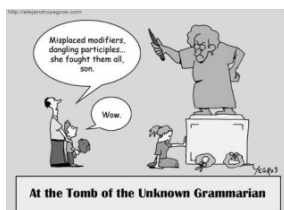
- Turn in original student's paper and the paper selected by number for the group.
- Teacher reads final group version and gives feedback using rubric and possibly error correction codes.
- Group is able to review that feedback and may be asked to revise.



Laura Terrill

Look at My Book — How Kids Can Write & Illustrate Terrific Books  
Loreen Leedy

## Conventions



Laura Terrill

*"Students in classes where conventions are valued over everything else get a distorted view of writing...Effective writing classrooms are places where there is a balance between creating interesting, informative, imaginative texts, and editing those texts for conventions."*

~Ruth Culham

Ruth Culham

## Conventions

|  |   |   |
|--|---|---|
| Correct use of all conventions                         | ⇒ | Risk-taking   |
| Writing errors are bad, they are indicators of failure | ⇒ | Writing errors are good, they are opportunities for instruction |

*"It has now become conventional wisdom..... that the best way to teach conventions is by example, using texts students create."*

~Ruth Culham

Laura Terrill

## Composition Correction Reference Sheet

The error chart lists codes for your writing errors. You will use the codes and the samples provided to assess and correct the mistakes that you made in your composition.

| Code   | Explanation                                    | Sample  |
|--------|--|---|
| 1. sp  | Spelling mistake                               | <i>sp</i><br>J'aime bein (bien)                       |
| 2. s/v | Subject and verb need to agree                 | <i>s/v</i><br>Où est-ce que tu habite? (habites)      |
| 3. n   | Noun / adjective agreement                     | <i>n</i><br>J'adore le petite chien noir. (petit)     |
| 4. m   | Mood – use indicative or subjunctive correctly | <i>m</i><br>Il faut que tu fais tes devoirs. (fasses) |

Laura Terrill

## Composition Correction Chart

Use this chart to keep track of the number and type of errors that you made in each composition. Your goal is to continue to reduce the number of errors that you make in each category.

| Devoir | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|--------|---|---|---|---|---|---|---|---|---|----|
| Titre  |   |   |   |   |   |   |   |   |   |    |
| 1. sp  |   |   |   |   |   |   |   |   |   |    |
| 2. s/v |   |   |   |   |   |   |   |   |   |    |
| 3. n   |   |   |   |   |   |   |   |   |   |    |
| 4. m   |   |   |   |   |   |   |   |   |   |    |

Laura Terrill

## Performance Based Assessment

- Do the tasks address the major goals of the unit?
- Do the tasks match the targeted performance level?
- Do they address some aspect of the essential question?
- Are they real-world tasks?
- Do they address 21<sup>st</sup> Century Learning skills — communication, collaboration, creativity and innovation and critical thinking and problem solving?

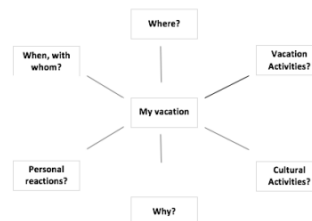
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## Vacation Time — Why vacation?

Write about a vacation you want to take where the target language is spoken. Explain why you want to go there. Comment on activities that you are going to do so that you can experience as much of the target culture as possible. Be sure to share your reactions to the vacation.

**Part 1:** Jot down words and phrases that relate to each of the questions on the graphic organizer.

**Note to teacher - The graphic organizer should be in the target language.**



**Part 2:** Write a paragraph sharing information about your vacation. Use the information you've listed above to organize your thinking.

Laura Terrell

## Presentational Rubric

|   | Strong Performance<br>10 9  | Meets Expectations<br>8  | Approaches Expectations<br>7  | Minimal Performance<br>6  |
|---|---|--|---|---|
| <b>Am I understood?</b>                 | My writing is clearly understood; the reader understands the writer's intent without extra effort. Errors do not interfere with message. <i>Good to consistent control of structure(s) studied in the unit.</i> | My writing is generally understood; but reader may have to occasionally reread a phrase or sentence to understand. Errors do not interfere with message. <i>Partial control of structure(s) studied in the unit.</i> | My writing is generally understood, but the reader may have to be willing to make a guess or reread to understand. Errors occur and do cause some confusion for the reader. <i>Inappropriate or inconsistent use of studied structure(s).</i> | My writing is extremely difficult to understand; Errors interfere with communication. <i>Minimal or no use of studied structure(s).</i> |
| <b>How rich is my vocabulary?</b>       | I use a wide variety of familiar vocabulary, correctly and appropriately incorporate new expressions from the current unit of study. I include personal vocabulary.   | I use a variety of familiar vocabulary, correctly and appropriately incorporate a few new expressions from the current unit of study.  | I use simple, familiar vocabulary, correctly; and I may use a few new expressions from the current unit of study.   | I rely on simple and very familiar vocabulary.  |
| <b>How well do I complete the task?</b> | I complete each part of the task adding some details beyond given expectations.   | I complete each part of the task.  | I complete most of the task.  | I complete some of the task, but key components are missing.  |

Laura Terrell

## Presentational Rubric, part 2

|   | Strong Performance<br>10 9   | Meets Expectations<br>8  | Approaches Expectations<br>7  | Minimal Performance<br>6  |
|---|--|--|---|---|
| <b>How organized is my writing?</b>   | My ideas are presented in an organized manner. My sentences are varied and interesting and I use transitions to connect my thoughts. | My ideas are presented in a somewhat logical manner. I have some interesting sentences and use transitions to connect my thoughts. | My ideas are shared in a random fashion. My sentences follow a predictable pattern. | My ideas are not presented in a logical manner. I struggle to produce sentences and my thoughts may be incomplete.            |
| <b>How are knowledge and understanding of the target culture represented?</b> | Comparisons between target language and American culture are accurately presented.   | Information about the target culture is accurately presented.  | Information about the target culture is presented, but may or may not be accurate.  | The information that is shared is primarily from personal point of view. There is little to no mention of the target culture. |

Laura Terrell

## Presentational Project

### Where did you go? What did you do?

Lucky you! You had the chance to take a trip last year in your country. Now, you have the opportunity to share the best of your trip with others. Your presentation will be shared both orally and in writing with others. This is a continuation of the identity project that you have done with the previous units. Be sure that your vacation focuses on a vacation that is possible and popular in your "home" country.

### Your presentation must include the following information:

- Key details - where, when, with whom
- General geographic information - maps and key points of reference
- Cultural Activities specific to destination - food, monuments, festivals, etc.
- General Activities - what you did or did not do depending on weather
- Tourist details - where you stayed, souvenirs you bought

Each detail should be supported by images that enhance what you plan to say. The images must be culturally authentic. Write a script for the project. Uses images and appropriate captions on your slides.

Laura Terrell

## Presentational Writing (Script and Visual Product)

|   | Strong Performance<br>10 9   | Meets Expectations<br>8  | Approaching Expectations<br>7   | Below Expectations<br>6   |
|---|--|--|---|---|
| <b>How accurate is my language?</b>   | I have full control of studied structures. Any other errors are minor and do not interfere with message.   | I have good control of studied structures, but may occasionally make an error. Any other errors are minor and do not interfere with message.                             | I have partial control of studied structures. Errors begin to cause some confusion for the reader.  | I have little to no control of studied structures. The reader is often confused even when rereading the text.               |
| <b>How rich is the vocabulary?</b>  | I take risks while appropriately using a wide variety of new vocabulary, including new personal vocabulary.  | I use a wide variety of new vocab/expressions appropriately.   | I mostly use a wide variety of familiar vocabulary, and may include a few new vocab/expressions.  | I rely on simple and familiar vocab that sometimes may not relate to the topic.   |
| <b>How well do I complete the task?</b>                                       | I elaborate to complete the task by adding interesting and relevant details.   | I complete the task.   | I complete most of the task.  | I omit major portions of the task.  |
| <b>How are knowledge and understanding of the target culture represented?</b> | I accurately present information about the target culture; the relationships among products, practices and perspectives are included.  | I accurately present information about the target culture; products, practices and perspectives are identified.  | I present some information about the target culture; some products and/or practices are identified.   | I present some information about the target culture, but do not attempt to include products, practices or perspectives.     |
| <b>How organized is my presentation?</b>                                      | My ideas are presented in an organized manner. My sentences are varied and interesting. Most of my sentences answer 3 or more questions. I use transitions to connect my thoughts. | My ideas are presented in a somewhat logical manner. I have some interesting sentences that answer 3 questions. I use some transitions to connect my thoughts as needed. | My ideas are shared in a random fashion. I have very few detailed sentences that answer multiple questions. I attempt, but use transitions incorrectly or not at all. | My ideas are not expressed in complete sentences and contain minimal detail. My ideas are presented in a very random order. |

Laura Terrell

## Presentational Speaking

|  | Strong Performance<br>10<br>9   | Meets Expectations<br>8  | Approaching Expectations<br>7   | Below Expectations<br>6  |
|--|---|--|---|--|
| Am I understood?                                 | My pronunciation imitates an authentic accent. Any errors in pronunciation do not interfere with understanding. Speech is smooth and natural with few hesitations.  | My accent generally imitates an authentic accent. Errors in pronunciation rarely interfere with understanding. Speech sounds like a script is being read at times, and/or may be delivered too quickly.                        | My accent sounds more American than one that is authentic. Errors in pronunciation may occasionally interfere with understanding. Speech sounds like a script is being read and delivery lacks natural intonation.  | I did not say enough to allow my speech and pronunciation to be assessed. My delivery was halting and hard to follow.  |
| Is the presentation interesting and informative? | I used visuals, sound and design to effectively emphasize the key ideas in the presentation, to help the audience follow the storyline of the presentation, and to maintain the audience's attention. The content of the presentation is thoughtfully selected with the audience and purpose in mind. | I used visuals and/or sound and design in the presentation help the audience focus on the key ideas and follow the sequence of information. The content of the presentation is selected with the audience and purpose in mind. | I used visuals and/or sound and design in the presentation. Key ideas are sometimes difficult to identify because at times there may be too many visuals or sound/design elements. The content of the presentation is selected according to instructions but needs more careful thought in terms of what information is interesting and informative for an audience of teenagers. | I did not use visuals, sound and/or design to in ways that enhanced the content of the presentation. I did not take the audience into consideration when selecting and organizing content. |

Laura Terrill

## Interpersonal Mode

Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.



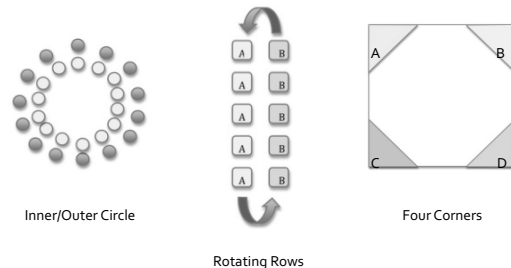
Laura Terrill

## Interpersonal Communication....

| is not   | is   |
|--|--|
| one-way communication                            | two-way exchange.  |
| memorized (skits, dialogues).                    | spontaneous and unpredictable.                               |
| only asking all the questions.                   | helping each other.  |
| strict turn taking.                              | following up and reacting; maintaining the conversation      |
| ignoring your partner; waiting to say something. | indicating interest; interactive body language; eye contact. |
| overly concerned about accuracy.                 | focused on the message.                                      |
| giving up when you don't understand.             | asking for clarification if communication fails/falters.     |

Laura Terrill

## Working with Random Partners



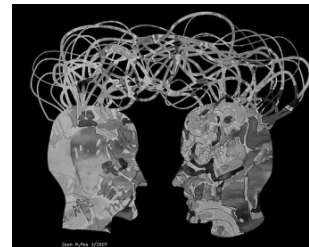
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## Think – Write - Pair - Share

The teacher poses a problem or presents a topic. Students are given time to think and may be asked to jot down their thoughts or asked to respond individually using tools such as *polleverywhere*. They then pair with another student to discuss the topic or compare responses. Finally, they share their thoughts with the whole class.



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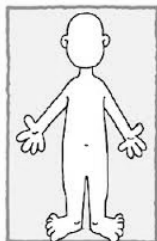


What is your definition of meaningful communication?

Laura Terrill



Have a conversation using the following words.



head  
foot  
hand  
stomach  
eyes

nose  
ears  
mouth  
knee  
hair

Laura Terrell

How do these examples change your definition or extend your thinking?

#### Lexical Chaining

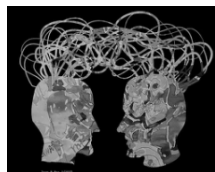
- What color is Paul's shirt?
- Green.
- That's right. And what color is Ann's sweater?
- Ann's sweater is red.
- Red, yes. And the color of your jeans?

#### Known Responses

- What time does school start?
- It starts at 8:05.
- What time do you have French?
- I have French at 10:10.
- Me too. What time do you go home?
- School ends at 3:10.

Laura Terrell

## Meaningful Communication



- Interaction and negotiation of meaning
- Talk that increases in fluency, accuracy, and complexity over time

Laura Terrell

## Meaningful Communication in Today's World



Laura Terrell



## Interpersonal Success

| MOVE FROM:   | 1-2-3-4-5 | MOVE TO:  |
|--|-----------|---|
| Is distracted, does not listen to others   |           | Listens to others attentively and politely  |
| Does not ask any questions to encourage discussion                                     |           | Asks questions on topic to encourage discussion   |
| Does not ask any follow-up questions   |           | Asks follow-up questions related to what someone else said                                    |
| Interrupts others, makes rude comments or gestures                                     |           | Contributes politely and respectfully to the discussion                                       |
| Gives single word or short responses with no explanation                               |           | Gives responses with details, reasons, explanations   |
| Does not ask others what they think  |           | Invites others to share their ideas, opinions   |
| Does not add any additional information on topic to the discussion                     |           | Adds ideas, insights, additional information on topic to make the discussion more interesting |
| Uses English more than the target language   |           | Uses the target language all of the time  |
| Often difficult to understand; cannot rephrase or explain when others don't understand |           | Easily understood by others; can rephrase or explain when others don't understand             |

Donna Clementi

Laura Terrell

## Engage in role-play (not skits)



Laura Terrell

You've just run into a colleague while out having fun. Of course, you begin to talk about the start of the year. You are both looking forward to the start of the year, but also have reservations. Talk until you find ideas that you agree and disagree with when thinking about the start of the year.

## High Structure Conversations

### Opinions

- What do you think about \_\_\_\_\_?
- In my opinion, \_\_\_\_\_.
- Well, you may be right, but \_\_\_\_\_.

### What happened?

- Have you heard what happened to \_\_\_\_\_?
- Was it \_\_\_\_\_?
- Not only that, but \_\_\_\_\_.

Laura Terrell

Sadow, Stephen A., "Creative Activities for Teaching Language" (2010)

## High Structure Conversations

The students work in pairs. They complete the statements in a logical fashion.

### Looking Bad

- What happened to you, Bill? You look \_\_\_\_\_.
- Well, Melissa, I \_\_\_\_\_ and \_\_\_\_\_.
- Really, did you \_\_\_\_\_?
- Yes, and it \_\_\_\_\_.

Laura Terrell

Sadow, Stephen A., "Creative Activities for Teaching Language" (2010)

## High Structure Conversations

In small groups, students are told to discuss a familiar topic. They are given no further instructions. Some possible themes:

- Mothers
- Fathers
- Grandmothers
- School
- Summer
- A person you admire
- It changed my life!

*Use third person observer  
or have students record  
and transcribe the  
conversation.*

Laura Terrell

Sadow, Stephen A., "Creative Activities for Teaching Language" (2010)

## High Structure Conversations

### Overheard

In pairs or small groups, Students listen to ambiguous statements quoted by the teacher. They work the statement into a conversation or story suggested by the exclamation.

- ...and then he escaped through the window!
- ...no thanks, it has too many calories!
- ...two months in Europe? Incredible!
- ...oh, come on, it wasn't that bad."
- ...stop right there!
- ...that makes me sick!
- ...you are so right!
- ...why don't you look where you are going?

Laura Terrell

Sadow, Stephen A., "Creative Activities for Teaching Language" (2010)

## Teach the Language of Discussion / Debate

- |  |  |
|--|--|
| • I think the author wrote it to teach us about... | • I want to expand on your point about....         |
| • One theme might be.....                          | • In my life....                                   |
| • I think it means that....                        | • I think it can teach us....                      |
| • In other words.....                              | • If I were..., I would have....                   |
| • For example....                                  | • We can say that....                              |
| • In the text, it said that....                    | • The main theme/point of the text seems to be.... |
| • One case showed that....                         |  |
| • I would add that.....                            |  |
| • Then again, I think that....                     |  |

**How to Start Academic Conversations**  
Jeff Zwiers and Marie Crawford  
Educational Leadership/April 2009

Laura Terrell

## Structured Debate

What should be done to protect the environment?

In your group discuss the following ideas. Add one or two additional ideas to the list. Select your top 2 ideas. Be certain that everyone in your group can defend the choices you made.

- Increase the cost of gasoline by 50% to decrease consumption and to promote public transportation.
- Limit all households to 2 cars.
- Require all schools to reduce energy consumption by 10%.
- Charge more for foods that must be flown in from other region/countries.
- Require that all homes have solar panels.
- Restrict the development of yards that must be watered and fertilized.

• ??????  
Laura Terrell

## Home and Shelter

*EQ: Why does everyone need a place to call home?*

### Structured Debate



<http://journalact.com/debat/>

Laura Terrell

Should begging be banned from downtown areas? Beggars are being banned from downtown areas. It's against the law to beg in the streets or in public transportation. If beggars are caught, they must pay a fine of about \$75.00.

#### Roles in the debate:

- the mayor of the city
- a beggar
- a resident of the city
- a representative of a foundation that helps the poor

#### Consider:

- the need to enact laws for public good
- the need for food and shelter for the homeless/unemployed
- the need to feel safe in the streets
- where the beggars go when they leave the city
- the impact of the current economic conditions on poverty

## Dialogue Journal Prompts

### Lead ins....

- It's awful when I can't...
- When I'm bored...
- What I like most about myself...
- Something strange I saw....
- I couldn't sleep...
- What does it mean to be (lazy)?
- I went to the end of the rainbow and found...
- I have a dream...
- When I see (red), I think...
- I am happy when...
- Next year I want to...

### Topic words.....

- Homework
- A fast food restaurant
- Snow
- Hero
- Zoo
- Money
- Foundation
- Car
- Friend
- Animal
- Jewelry

Laura Terrell

<http://www.caregiversdigest.com/peytonos.html>

## Daily Writing Prompts

- **March 30** On this day in 1858, the patent for a pencil with an attached eraser was issued. Taking your pencil's point of view, what do you think a typical day in your classroom would be like?
- **March 21** Today is "Children's Poetry Day." Using your favorite form of poetry, write a poem about what it means to be a kid. Think about the advantages and disadvantages.
- **March 16** On this day in 1751, our 4th President, James Madison was born. Madison was the oldest of twelve (12) children. What do you think would be the advantages and/or disadvantages of having eleven (11) siblings? Would you like to have eleven younger brothers and sisters?
- **March 8** March 8th is "Working Women's Day." Many people feel that being a stay-at-home-mom is full-time job. Do you agree or disagree and why?
- **March 6** On this day in 1912, Oreo Cookies were sold for the first time. Describe to someone how you like to eat your Oreo.

Laura Terrell

<http://www.theteacherscorner.net/daily-writing-prompts/index.htm>

## Acrostic Poetry

**P**aris, a dynamic city with  
**A**rtistic museums and monuments,  
**R**ich in history  
**I**nvides connoisseurs of life to  
**S**ites of great appeal.

<http://www.shadowpoetry.com/resources/wip/types.html>

Laura Terrell

## Cinquain Poetry

Subject  
 noun, noun  
 adjective, adjective  
 short sentence or phrase about the subject  
 restate the subject

**Paris**  
 museums, monuments  
 dynamic, exciting, alive  
 a cultural tapestry this  
 City of Lights.

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## Brevette Poetry

subject (noun)  
 verb (ongoing action, stretched out when typed)  
 object (noun)

*students  
 take  
 tests*

*teachers  
 grade  
 papers*

*summers  
 give  
 relief*

Laura Terrell

## Loop Poetry

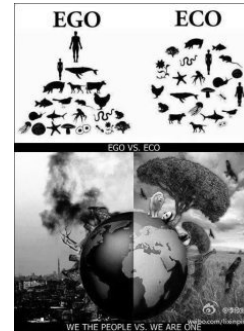
In Loop Poetry there are no restrictions on the number of stanzas nor on the syllable count for each line. In each stanza, the last word of the first line becomes the first word of line two, last word of line 2 becomes the first word of line 3, last word of line 3 becomes the first word of line 4. This is followed for each stanza.

What a joy to travel  
Travel to see places  
Places that are different  
Different people to meet.

Who am I now?  
Now I have changed  
Changed by experiences  
Experiences that are memories.

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## Two Voice Poems



Laura Terrell

## Two Voice Poems

An example poem for two voices  
written by NNWP consultant Campbell Pontius

Voice #1:

I am a polar bear  
I eat fish  
I must swim for my food  
But I can't swim forever  
When I get tired  
I depend upon

ice caps.

Voice #2:

I am an SUV  
I guzzle petroleum  
People pump mine  
I burn gas pretty fast  
When I pollute  
I begin to destroy

[http://www.writingfix.com/PDFs/Comparison\\_Contrast/Poem\\_Two\\_Voices.pdf](http://www.writingfix.com/PDFs/Comparison_Contrast/Poem_Two_Voices.pdf)

Laura Terrell

## Vacation Time — Why travel?

### Prompt

You are talking over your vacation plans with a friend. You are both fortunate enough to be headed for destinations where the target language is spoken. Ask and answer questions to find out the details. Identify similarities and differences between your vacations. Be sure to comment on cultural aspects of your vacation. You will select an image at random and should work information about that image into your plans.

### Consider:

- Time and place
- Activities
- Similarities and differences
- Cultural activities



Laura Terrell

## Interpersonal Rubric

|   | Strong Performance<br>10 9   | Meets Expectations<br>8   | Approaches Expectations<br>7  | Minimal Performance<br>6  |
|---|--|---|---|---|
| How well am I understood?   | I am easily understood. My errors in speaking are minor and do not interfere with communication.   | I am understood most of the time. I may need to repeat or reword occasionally. My errors in speaking do not interfere with communication.                   | I am difficult to understand at times. I may ask for help expressing ideas. Some errors may interfere with communication. | I am extremely difficult to understand. I repeat frequently. My errors interfere with communication.      |
| How involved am I in the conversation?  | I ask a variety of relevant questions to keep the conversation going. I respond to questions and/or add follow-up comments. I encourage others to participate. | I ask relevant questions to keep the conversation going. I respond to questions and/or make a follow-up comment. I am an equal participant in conversation. | I ask a few relevant questions. I give simple or minimal answers to questions.  | I ask random questions that may or may not be on topic. My participation is minimal.                      |
| How easily do I deliver my thoughts?  | My conversation flows with few pauses.   | I pause but my hesitations seem natural. I complete my thoughts.  | I hesitate often and pauses are awkward. I have few or no incomplete thoughts.  | My speech is slow and halting; long pauses may occur. I struggle to complete or do not complete thoughts. |
| How do I demonstrate that I can correctly use the new vocabulary from the unit? | I successfully use many new words and personal vocabulary related to the unit. I elaborate to complete the task.   | I successfully use new words related to the unit to complete the task.  | I successfully use a few of the new words related to the unit to partially complete the task.                             | I rely on simple and very familiar vocabulary to partially complete the task.                             |
| What cultural knowledge and understandings do I share?                          | I add relevant information about the target culture. I use cultural gestures and/or expressions appropriately.   | I refer to relevant information about the target culture. I may use cultural gestures and/or expressions appropriately.                                     | I make limited or no references to the target culture. I may use a cultural gesture or expression.                        | I respond only from the personal point of view or my own perspective.                                     |



What percentage of your grade is allocated to interpersonal (unrehearsed) communication?

<http://www.flickr.com/photos/dilaudid/4954719152/sizes/m/>  
Markus Koljonen – website: <http://blackswan.carbonmade.com>

Laura Terrell

### Inappropriate Grading Practices

- Rating homework and first efforts
- Using averages exclusively
- Using zeros indiscriminately
- Combining attitude and effort with achievement
- Applying severe penalties to late work
- Giving extra credit or bonus marks
- Distinguishing between excused and unexcused absences
- Applying assessment penalties to academic dishonesty
- Not giving special consideration to recent achievement
- Including group scores in individuals grades
- Basing grades on — poor quality assessments, assessment methods, unclear or limited performance standards
- Basing grades on a “lurking” bell curve

Laura Terrill

Adapted from *How to Grade for Learning*, Ken O'Connor

### Possible Gradebook Categories

| %   | Category                                | What it measures.   |
|-----|---|---|
| 10% | Learning Practice                       | Grades in this category reflect the preparation work that you will do to be ready to use the language in real world ways. Homework, participation, in-class work, discrete point vocabulary and grammar quizzes count in this category.   |
| 30% | Interpersonal<br>(Speaking)             | The interpersonal mode of communication measures how well you speak the language and is the mode that prepares you to speak the language. You speak or write to exchange information in natural ways and you do not have a chance to script or memorize conversations or dialogues.                             |
| 30% | Interpretive<br>(Reading and Listening) | The interpretive mode of communication measures how well you understand spoken or written authentic texts. There is no opportunity to interact with others so you must be able to understand the spoken or written text on your own.  |
| 30% | Presentational<br>(Speaking or Writing) | The presentational mode of communication allows you to think about what you will say or write. When writing, you may have time to draft and revise before producing a final product. When speaking, you may be able to rehearse and/or to record multiple times until you are satisfied with the final product. |



Laura Terrill

Thank you



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